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After five months of existence, the third grade program was evaluated. Its purpose was to raise the cultural, educational, and vocational sights of all pupils through curriculum improvement, remedial instruction, teacher workshops and seminars, identification and encouragement of talent, guidance and parent workshops, and counseling.

Teachers have a greater willingness to try new approaches, a keener appreciation of need for professional growth, and a greater interest and understanding of the individual pupil. The special personnel, such as auxiliary teachers and teacher training consultants, are more willing to cooperate through visitation and conferences. Students are encouraged to use their time wisely as they develop their talents and interests. Students have better self-motivation, and there have been reductions in subject area weaknesses. Supervisors have had an increased awareness of their role in improving instruction. There has been overall increased interest throughout the schools, resulting in better overall morale. Higher Horizon concepts have been extended to other grades. Better parental and community cooperation has been one outstanding result.

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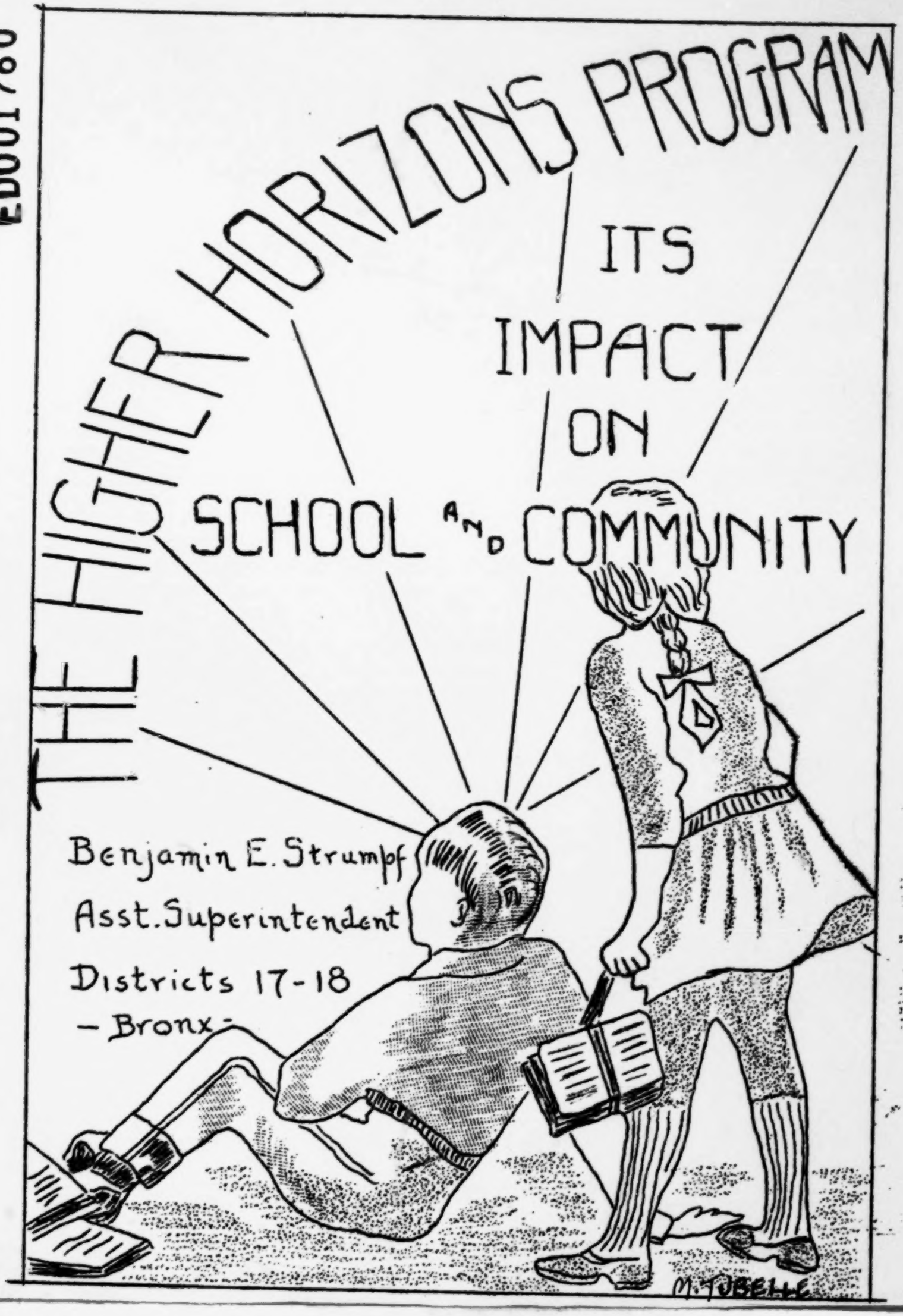
HIGHER HORIZONS PROGRAM

ITS IMPACT ON SCHOOL AND COMMUNITY



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THE HIGHER HORIZONS PROGRAM

AN ANALYSIS OF THE INTERIM REPORTS

BENJAMIN E. STRUMPF
Assistant Superintendent

JANUARY 31, 1961

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE ASSISTANT SUPERINTENDENT
DISTRICTS 17-18 1001 JENNINGS STREET
BRONX 60, NEW YORK

Benjamin E. Strumpf
Assistant Superintendent

DAyton 8-9534

THE HIGHER HORIZONS PROGRAM

AN ANALYSIS OF THE INTERIM REPORTS

Submitted by

Public School 23 Bronx, Mr. Michael Buckley, Principal
Public School 51 Bronx, Dr. Sidney Rosenberg, Principal
Public School 124 Bronx, Mr. Roland Gallo, Principal
Public School 140 Bronx, Mr. Bernard Kaback, Principal
Public School 146 Bronx, Mr. Emanuel Margolis, Principal
Junior High School 120 Bronx, Mr. Abraham Silverman, Principal

The initial success of this program as reported, stems directly from the dedicated efforts of the class teachers and the special school and district personnel involved - inclusive of the school principal, the school guidance counselor and the project teacher. Especially do I want to thank the members of the steering committee which compiled and coordinated the report itself under the direct chairmanship of Mrs. Florence Oths, district project coordinator.

School	Project Teacher	Guidance Counselor
P.S. 23	Aenid Anthonyson	Eve Levinson
P.S. 51	Wilhemina Francis	Lilliann E. Fuchs
P.S.124	Despina Anastasion	Esther F. Zlatchin
P.S.140	Marguerite Bacon	Elinor C. May
P.S.146	Harriett MCFetters	William Greenman
JHS.120	Evelyn Miller	Perry Spiro (Asst. Prin.)

STEERING COMMITTEE

Dr. Benjamin E. Strumpf, Assistant Superintendent, Districts 17-18
Edythe Cockerill, Curriculum Assistant, Districts 15-16
Helen Crabtree, Guidance Coordinator, Districts 15-16
Anne Scotti, Community Coordinator, Districts 15-16
William Leng, Executive Assistant, Districts 17-18
Marion Kiernan, Guidance Coordinator, Districts 17-18
Beatrice Tanzer, Community Coordinator, Districts 17-18
Florence Oths, Curriculum Assistant, Districts 17-18
Project Coordinator

THE HIGHER HORIZONS PROGRAM
DISTRICTS 16-17-18 BRONX

PURPOSE: To raise the educational, cultural and vocational sights of all pupils still higher, in order that they may have better opportunities for advancement in social and economic life. It is NOT only a remedial program, or a "trip" program, or a guidance project, or a reading program, or a teacher training program, or any one phase. It IS a complete program of education for children!

HOW: By emphasizing - emphasizing - emphasizing

Curriculum enrichment
Cultural experience
Remedial instruction
Teacher workshops and seminars
Identification and encouragement of talent
Pupil counseling
Group guidance
Testing
Parent workshops and counseling

SPECIFICALLY: We have been doing the above and more, but we will try still further to increase school-community teamwork.

Provide earlier identification and development of talent.
Identify more pupils for gifted classes.
Improve over-all school achievement.
Guide pupils toward higher goals.
Broaden pupils' cultural horizons.
Help parents become better informed.
Emphasize experimentation and research.
Awaken student interest.
Improve coordination between elementary and junior high schools.

An analysis of the Interim Reports submitted by Public Schools 23, 51, 124, 140, 146 and Junior High School 120 Bronx on January 30, 1961, indicates that there has been a positive impact, to some degree, on the pupil, teacher, special personnel, parent, community, supervisor, and school as a whole, as an outgrowth of our intense efforts to promote the objectives of the Higher Horizons Program.

The following report pinpoints some of the highspots of this program.

B E Strumpf

BENJAMIN E. STRUMPF
Assistant Superintendent

IMPACT ON THE TEACHERS

GREATER WILLINGNESS TO EXPERIMENT WITH NEW APPROACHES

...More third grade teachers involved in the Individualized Reading Program.
...Some attempts have been made at departmentalization in special subjects.
...Real evidence of group guidance techniques being used.
...Fuller use of all types of teaching aids.
...Greater number of demonstration lessons given in all curriculum areas.
...Increase in number of intervisitations which have sparked new ideas.

KEENER APPRECIATION OF NEED FOR PROFESSIONAL GROWTH

...Significant exchange of ideas and practices noted at In-Service Courses and attendance at the many workshops.

...Evidences of more practical and realistic teacher pre-planning.

...A reawakening to the importance of a balanced curriculum and the more judicious allotment of time.

...A noticeable improvement in the receptivity to suggestions made by supervisors, OTP teachers, and others.

GREATER INTEREST AND UNDERSTANDING OF THE CHILD AS AN INDIVIDUAL

...Application of the testing program in the third grade for better identification of abilities, talents, interests, needs, as well as better understanding of grouping, coaching, planning and appraisal.

IMPACT ON THE SPECIAL PERSONNEL

BETTER PERSONAL UNDERSTANDING AND MORE WILLING COOPERATION THROUGH FORMAL AND INFORMAL VISITATION AND CONFERENCE

Project Teachers: Daily assistance to third-grade teachers to help with planning, techniques, and materials.

Guidance Counselors: Daily assistance to third-grade teachers through case conferences, workshops, demonstrations, referrals, grade bulletins.

Auxiliary Teachers: More organized plans for contacts with pupils, parents, and teachers to effect better rapport.

Attendance Teachers: Have helped to obtain home background data and assisted classroom teachers with the improvement of attendance routines.

Teacher Training Consultants: Daily assistance to new teachers of the third grade with planning, grouping, classroom routines and management.

Remedial Reading Teachers: Have organized regular plans for closer coordination with classroom teachers for corrective reading purposes.

N. E. Coordinators: Demonstrated types of grouping techniques to assist teachers to plan for meeting the needs of the N.E.S. pupils.

District Staff Personnel: Concentrated a high percentage of their field operations in these selected schools and with the teachers involved. In turn, have gained a better understanding of the needs of these teachers and specific ways in which they can be most helpful.

IMPACT ON THE PUPILS

REDUCTION OF SUBJECT AREA WEAKNESSES

...Through coaching - before, during and after school hours,
- for high potential - low achievers;
- for pupils on grade in mathematics, but retarded in reading;
- for N.E.S. pupils.

HIGHLIGHTING OF TALENTS AND INTERESTS

... Extension of "club" program idea in all five feeder schools.
... Encouraged and stimulated participation in music, art, dramatics, class newspaper and hobbies.

WORTHIER USE OF LEISURE TIME

... After-school and weekend experiences influenced the use of library, community facilities, trips with parents, hobbies, new members of Boy Scouts, etc.

SELF-MOTIVATION (SELF-PROPELLED)

... Definite evidences of leadership skills being developed.
... School Honor Legion Awards for self-improvement.
... Changed attitude toward school requirements (better attendance).

IMPACT ON THE SUPERVISORS

INCREASED AWARENESS OF HIS ROLE IN THE IMPROVEMENT OF INSTRUCTION

...Through more functional approaches to the implementation of bulletins; e.g., "Music", "Toward Better International Understanding", "Map and Globe Skills".
...Through providing much more material of instruction for enrichment.
...Better use of teacher talent (some departmentalization). The gifted teacher is willing to teach other classes as well as her own.

INCREASED AWARENESS OF HIS ROLE IN CONDUCTING CONFERENCES

...More practical and decisive planning for each type of conference held (grade, faculty, individual).

EXTENSION TO OTHER GRADES OF SCHOOL

...Through intervisitation - demonstration teaching.
...School-wide committees, assemblies, conferences, modification of curriculum practices, implementations, etc.

IMPACT ON THE SCHOOL

IMPROVEMENT OF TONE

...Increased interest in school (reflected by attendance records of third-grade classes) because of number and variety of activities (See attached report).
...Smaller incidence of discipline and suspense cases.

BETTER CLASSIFICATION OF PUPILS THROUGH STUDY OF NEW HIGHER HORIZONS RECORD CARD

... Analysis of records have affected organization:
- *Inter-class transfers
- I.G.C. candidates
- C.R.M.D. members
- Remedial class assignments
- Other class changes

IMPROVEMENT OF MORALE AMONG TEACHERS, SUPERVISORS, PUPILS, PARENTS

...Beginning teacher has more help in planning, teaching, controlling.
...Parent receives more guidance from counsellor and agencies.
...Child has more and improved activities.
...Principal has more other teaching positions for additional services needed.
...Teachers of other grades are stimulated by enthusiasm of colleagues on program.
...Talented teacher has outlet for her skill (departmentalization).

EXTENSION OF HIGHER HORIZONS CONCEPTS TO OTHER GRADE LEVELS

...Distribution of special material prepared for the third grade to entire staff.
...Program to move to the fourth grade in a few classes in each of the selected schools.

IMPACT ON THE PARENTS

NEW ATTITUDES

... Greatly interested in learning at workshops about
children's emotions, characteristics;
parents' responsibilities regarding academic progress, parent-child relationships, out-of-school life of pupils.
... Feeling of "togetherness" - empathy with school personnel.

GREATER SERVICES

... Fathers' Club workshop led to Cub Scout Pack formation.
... Library visits with children.
... Trips undertaken on weekends.
... Assistance with school library, lunchroom, coaching.

DEEPER UNDERSTANDING OF OBJECTIVES OF HIGHER HORIZONS PROGRAM

... Assumption of greater responsibility for child's school adjustment: Homework, coaching by parents, conferences with school guidance counsellor, more attention to child's health needs, guiding child toward higher goals.
... Closer relationship between school and home through workshops, visits, actual help in libraries, lunchrooms, auditoriums, etc.

IMPACT ON THE COMMUNITY

JOINT ACTIVITIES OF SCHOOL AND COMMUNITY

... Parent Associations and school plan monthly workshops to keep community informed.
... Parent newsletters, press releases and publicity to inform community of school activities.
... Teachers have become members of community agencies.
... East Bronx Community Council active in keeping schools and community aware of all District activities.

USING COMMUNITY RESOURCES TO PROMOTE LEARNINGS

... Business men welcome visits: Pet shops, factories, etc.
... Park Department playgrounds help plan special activities for the Higher Horizons schools.
... Forest Neighborhood House, Woodstock Library, have planned additional activities to help the program.

THE OVER-ALL IMPACT ON THE INSTRUCTIONAL PROGRAM AS SEEN BY THE ASSISTANT SUPERINTENDENT

Although we have compiled some of the immediate evidences of our Higher Horizons Program (just five months old) in these Districts, nevertheless, we are concerned not alone with the third-year children primarily, but with all children in all grades.

The teaching-learning act in the third year must perforce overlap on the other grades and become part of the school's aim, or else we are losing a vital objective of the program.

The Higher Horizons Program is not an experiment any more. It is a program of instruction. We are really trying to vitalize the instructional program for children by making fuller use of the materials, equipment and newer teaching methods. We have begun in the third year, but it must be carried on in other grades, with or without additional help, if we are to spread its benefits. The latter is a moot point.

How much additional OTP assistance do we need to make this program a success? Some have done it with two OTP's, others need three or four, and still others have been carrying on a similar program with none.

We are planning to compare our Higher Horizons schools with others in our District not on a Higher Horizons basis, but equal in make-up, etc., and note the results of our comparison. It may prove nothing definite, but it might answer some questions, with respect to this program, that arise from time to time.

I'd like to raise one further question for you to think about! At what level of attainment, grade-wide or pupil-wide, should there be a cut-off point, so that we may consider the pupil ready to hold his achievement level since he may be now working up to his potential and will not fall below? Elementary school? Junior high school? Senior high school? In other words, at what point do we stop pouring in more and more services and materials even though the pupil is now working to capacity? This is again a debatable point.

Let me repeat that unless we see the over-all philosophy of the Higher Horizons Program, we may well be conducting an expensive "coaching program" and not the real program we are striving to attain as indicated in our philosophy and objectives.

Please let me thank all the people on this program who are making it so successful - a real grand job to date. I am sure you would all agree that the splendid cooperation of everyone involved is the reason why we have moved ahead so harmoniously not only toward the objectives of the Higher Horizons Program, but to the major objectives of the elementary schools.

BENJAMIN E. STRUMPF
Assistant Superintendent